* Gender, Race, Ethnicity, and Sexuality in the Curriculum notes
* **Sexual Behavior**:
* A person is not defined by their sexual behavior or their sexuality.
* What are sexual behaviors? An intimate and/or emotional sexual expression. Sexual expressions, according to Slattery, are not established from a person’s gender, gender identity, or sexual identity (2006).
* What is the purpose and function of sexual behavior? The purpose and function of sexual behaviors consider a person’s cultural, societal, and/or religious views. For example, some believe sexual behavior as a function for pure procreation, others see it as a function of science, being the natural laws of reproduction, and some may view it as a lifestyle trait (Slattery, 2006).
* Many stereotypes arise from different group’s sexual behavior. Unfortunately, these stereotypes and perceptions of sexual behaviors are hard to separate from a person’s identity, religion, or culture. For example, some people might think all Catholic priests molest young boys, or that all gay men have AIDS and are sexually promiscuous. Because of these perceptions and assumptions of others, Slattery, stresses the importance of educators being well versed and knowledgeable in the sociology and psychology of sexual behavior and gender roles within our schools and community. A curriculum that includes these topics is essential for present day school children (2006).
* **Sexual Orientation:**
* Sexual orientation is relates to emotional comfort and fundamental attraction a person may have for another human being. Sexual orientation encompasses the relationships and attractions one person may have for another person. Sexual orientations for one another can vary from age and opposite/same sex gender (Slattery, 2006)
* Most people become aware of their sexual orientation from a young age; however, attractions felt at a young age are not determinants of a person’s sexual orientation (Slattery, 2006).
* According to Slattery, sexual orientation may be influenced from a person’s religious stance or societal view (“nature vs. nurture” debate).
* **Interpreting Critical Issues:**
* Slattery states the importance of having knowledge on queer theory and identity politics within the curriculum research, teaching, and social activism (2006).
* There is a current complexity in the language of the law that prohibits persons with a certain sexual orientation from engaging in particular activities. For example lesbian women in Texas cannot get married. Texas law states marriage is between a man and a woman; however, if the gender identity is changed from one sex to another, then they may get married, because the original gender was that of the opposite sex. If we can overcome sexual orientation and gender identity prejudice, many other areas of human rights can be accomplished (Slattery, 2006).